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ABSTRACT

This paper examines the relationships among school climate, leadership styles, and group interaction as perceived by teachers, selected parents, and selected students in a medium-sized Mississippi Delta school district. Parent dissatisfaction with the behavior of a junior high school principal provoked this study. The total sample consisted of 86 respondents. Findings indicate that students were more satisfied with the school climate than were parents, and both students and parents were much more satisfied with it than were teachers. Teachers were very dissatisfied with the school climate as well as the principal's leader behavior. Seven data tables are appended. (SI)

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THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLE OF A JUNIOR HIGH SCHOOL PRINCIPAL AND THE SCHOOL CLIMATE

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The Relationship Between the Leadership Style of
a Junior High School Principal and the School Climate

Introduction

This study investigated the leadership style of a junior high principal and the school climate. The person who was principal of this school had spent virtually all of his 20-25 year professional career in this same medium-sized Mississippi Delta school district. He had been principal of this school for 10 years or more. The district is a small delta city. It is predominantly Black. The junior high school is the only school in the district with an appreciable enrollment of Caucasian students. The principal, who is Black, is thought of as an important NAACP leader in his region. The district has a fairly large population of Caucasian engineers, chemists and technicians who send most of their children to the segregated private schools of the area; but, many have kept their children in the public junior high school. Many of these parents had recently become vociferously disenchanted with the junior high school principal as a school leader. The Black superintendent did not want to lose the support of this group of parents or the industries they represent. The question arose of how to deal with this potentially explosive situation. It was decided in the Spring of 1989, after much debate among central office staff, that a consultant should be employed to find out teachers', students', and parents' perceptions of the school climate and of the principal as a leader; then to recommend a plan for modifying the principal's behavior. This study resulted from these efforts. Parenthetically, both assistant superintendents (one Black, one white) recommended that the board simply fire the principal! Of course, the superintendent was too wise for such an action. Also, as an aside, the white assistant superintendent has left the

system to accept a superintendency and the Black assistant superintendent has been made associate superintendent. Also, the principal has been given a sideways circumlocution, i.e., he is in the central office with a long title, good salary, and few responsibilities. Furthermore, the district delayed completion of the study before all the data were collected. All the data have now been collected and analyzed except the teachers' responses to the instruments on curriculum and curriculum planning. These data are currently being collected and will be analyzed next month.

The Problem

The problem was to determine the relationships among school climate, leadership styles, and group interaction as perceived by teachers, selected parents, and selected students.

The Population

The population consisted of one junior high school. The instruments were administered to all faculty (35), 30 randomly selected parents, and 40 randomly selected students. Thirty-eight students, 19 parents, and 29 teachers completed all instruments. Thus, the total sample consisted of 86 respondents.

Procedures

Faculty respondents were administered the Leader Behavior II, (LBA-II) Other developed and normed by Blanchard Training and Development, Inc. Faculty were also asked to respond to the School Climate Survey, Teacher Satisfaction Survey, Form A, developed and normed by the NASSP. Faculty

also responded to the NASSP School Climate Survey. Faculty were asked to complete the Group Interaction Scale developed by Moody at Mississippi State University. Students completed the Student Satisfaction Survey of the SCS developed by the NASSP. Parents completed the Parent Satisfaction Survey of the SCS developed by the NASSP. Teachers also responded to two instruments on involvement in Curriculum Development developed by Sistrunk at Mississippi State University.

It was necessary to convert the data to standard scores for purposes of statistical comparison. Analysis of variance was then used to compare the data. The Scheffe test was run to adjust for sample size differences. A Newman-Keuls post hoc test was performed to find which pairs of groups differed. Pearson Product Moment correlations were computed to determine the correlations between the LBAII and the satisfaction scales and between the satisfaction scales and LBAII and the Group Interaction Scale.

The Findings

Examination of the data in Table 1 reveal significant differences among the groups of respondents' perceptions of satisfaction with the school climate. Students were more satisfied with the school climate than parents, and both students and parents were much more satisfied with it than were teachers.

TABLES 1 AND 2 ABOUT HERE

The data shown in Tables 3 and 4 compare the subscale scores of the Satisfaction instrument. Examinations of these data also revealed

significant differences on all subscales except number seven. Results of the Newman-Keuls procedure revealed parents more satisfied than teachers on subscales 1 and 2. Students were more satisfied than parents or teachers on subscales 5, 6, and 8. Teachers were less satisfied with the school climate than either students or parents on all subscales, although results of subscales 3, 4, and 7 were not significant on the Newman-Keuls.

TABLES 3 AND 4 ABOUT HERE

Tables 5, 6, and 7 contain the data analyzed by use of the Pearson Product Moment Correlations. Table 5 deals with the correlations between teacher satisfaction with the school climate and their perceptions of the principals' leader behavior as revealed by their responses to the LBAII. There was a significant positive correlation between subscale 3 of the Satisfaction instrument and Leader Style 2 of the LBAII. Negative significant correlations were found between Subscale 6 of Satisfaction and Leader Style 4; also between Subscale 8 and T2.

TABLE 5 ABOUT HERE

Table 6 contains the correlational data between the Group Interaction Scale and the LBAII. Only Subscale 1 of the GIS and T2 were significantly correlated. This correlation was negative.

TABLE 6 ABOUT HERE

The data in Table 7 show the correlations between the Teacher Satisfaction Scale and the Group Interaction Scale. Subscale 5 of the Satisfaction scale was significantly negatively correlated with Subscales 2, 7, 9, and 10 of the GIS. Subscale 7 of Satisfaction was negatively correlated with Subscale 1 of the GIS. Subscale 8 was positively correlated with Subscale 8 of the GIS. Subscale 9 of the Satisfaction was positively correlated with Subscale 6, 8, 9, and 10 of the GIS.

TABLE 7 ABOUT HERE

Conclusions

The data showed that students were relatively satisfied with the climate of the school. Teachers were very dissatisfied with the school climate and with the principals' leader behavior. Parents appeared to be less dissatisfied than teachers but somewhat more than students.

Parent dissatisfaction provoked the study. However, the data revealed teacher dissatisfaction to be far greater.

Table 1

Students', Parents', and Teachers' Perceptions of Satisfaction with the Total School Climate

Respondents	N	$\bar{X}$	SD	F
Students	38	402.30	72.15	
Parents	19	368.10	52.68	
Teachers	29	306.58	46.59	
Total	86	362.46	73.15	20.72*

DF = 86 *Significant at 4.04

Table 2

Results of Newman-Keuls Post Hoc Test To Determine Which Groups Differed

Students > Teachers
Parents > Teachers
Students and Parents > Teachers

Table 3

Students', Parents', and Teachers' Levels of Satisfaction with the School Climate - Sub Scale Scores

Sub-Scales	Students			Parents			Teachers			
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	F
1	38	51.56	11.30	19	48.31	9.92	29	29.66	12.76	31.76*
2	38	69.90	14.57	19	47.11	10.14	29	50.43	18.73	19.74*
3	38	50.22	11.21	19	46.35	9.51	29	55.68	15.86	3.32*
4	38	46.03	12.29	19	48.40	8.07	29	43.21	16.13	.95*
5	38	46.01	11.96	19	39.24	7.63	29	31.78	17.13	9.50*
6	38	41.95	12.21	19	31.97	6.10	29	23.91	20.94	12.18*
7	38	48.02	13.27	19	40.76	14.10	29	39.51	16.34	3.27
8	38	48.60	13.09	19	65.96	6.78	29	29.73	13.62	52.07*

Table 4

Results of the Newman-Keuls Post Hoc Test for the Subscales

Subscale 1	Parents > Students	
Subscale 2	Parents > Teachers	
Subscale 5	Students > Parents or Teachers	
Subscale 6	Students > Parents or Teachers	
Subscale 8	Students > Parents	Parents > Teachers

Table 5

Relationship of Teacher Satisfaction with the School Climate to Perceptions of Leadership Styles

Teacher Satisfaction	LBAII Subscales S1	S2	S3	S4	T1	T2	T3	Teacher Effectiveness
Subscale 1	-.14	-.05	.14	.15	-.18	.12	-.16	.11
2	.07	.13	-.16	-.07	-.02	.30	-.08	-.15
3	-.13	.38*	-.21	-.02	-.18	.19	.17	-.23
4	.13	-.02	.19	.03	.09	.17	-.10	-.21
5	.05	-.12	.08	-.17	.12	-.26	-.01	.15
6	-.11	.03	-.06	-.31*	-.25	.06	.17	.05
7	-.05	-.19	-.02	.06	-.02	-.29	.10	.36
8	.09	.03	.09	.01	.21	-.36*	.07	.16
9	.20	.11	-.08	.01	.10	.05	.02	-.09

Table 6

The Relationships Between Responses to the Group Interaction Scale and Teachers' Perceptions of the Leadership Style of the Principal

GIS Scales	LBAII Subscales S1	S2	S3	S4	T1	T2	T3	T4	T. EFF.
1	-.21	-.12	-.19	-.00	-.31*	.25	.03		-.22
2	-.05	-.19	.10	-.03	-.24	.31	.11		-.21
3	-.10	-.29	-.09	-.04	-.24	.01	.16		-.01
4	.03	-.25	-.17	.10	-.13	.07	.21		-.21
5	.02	-.27	-.21	-.00	-.09	.11	.24		-.35
6	-.03	-.26	.20	-.05	-.16	.13	.04		-.14
7	-.10	-.19	.05	.06	-.21	.20	.18		-.25
8	-.19	-.11	.17	-.00	-.23	-.04	.05		.02
9	.08	-.02	.03	.05	-.08	.20	.12		-.21
10	.12	-.10	.05	.04	-.03	.15	.11		-.23

Table 7

The Relationships Between Responses to the Group Interaction Scale and Teacher Satisfaction with the School Climate

Teacher Satisfaction	GIS Subscales 1	2	3	4	5	6	7	8	9	10
1	-.04	.16	-.17	-.15	-.25	.29	.13	.25	.29	.24
2	-.14	.07	.12	-.16	-.05	-.10	.01	-.11	.06	.01
3	-.23	.02	-.12	-.16	-.05	-.10	.01	-.11	.06	.01
4	-.21	-.01	-.22	.02	-.03	.25	.23	.15	.03	.14
5	.15	-.35*	-.11	-.23	-.26	-.18	-.34*	-.17	-.42*	-.38*
6	-.00	.11	.10	.16	-.03	.13	.12	.10	.23	.18
7	-.30*	-.15	.02	-.05	-.27	-.11	-.13	-.04	-.03	-.10
8	-.03	-.03	-.10	-.24	-.20	.14	.11	.33*	.16	.19
9	-.10	.21	.19	.20	.11	.32*	.19	.39*	.41*	.32*

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